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ABSTRACT

This cooking curriculum, issued by the Washington District Early Childhood Council, details specific ways in which language arts, math, science, and social studies may be taught through cooking specific recipes. Cooking activities and recipes are presented for the fall, winter, and spring months, and guidelines are provided for preparing children's all-time favorite foods and foods from different countries (including, among others, Finland, France, Germany, Ireland, India, and Mexico). A list of children's literature (fiction and non-fiction) and other cookbook references for use with classroom cooking exercises is appended, along with a safety list, a glossary of cooking terms, drawings of utensils for chart-making, and sample letter to parents. (MP)

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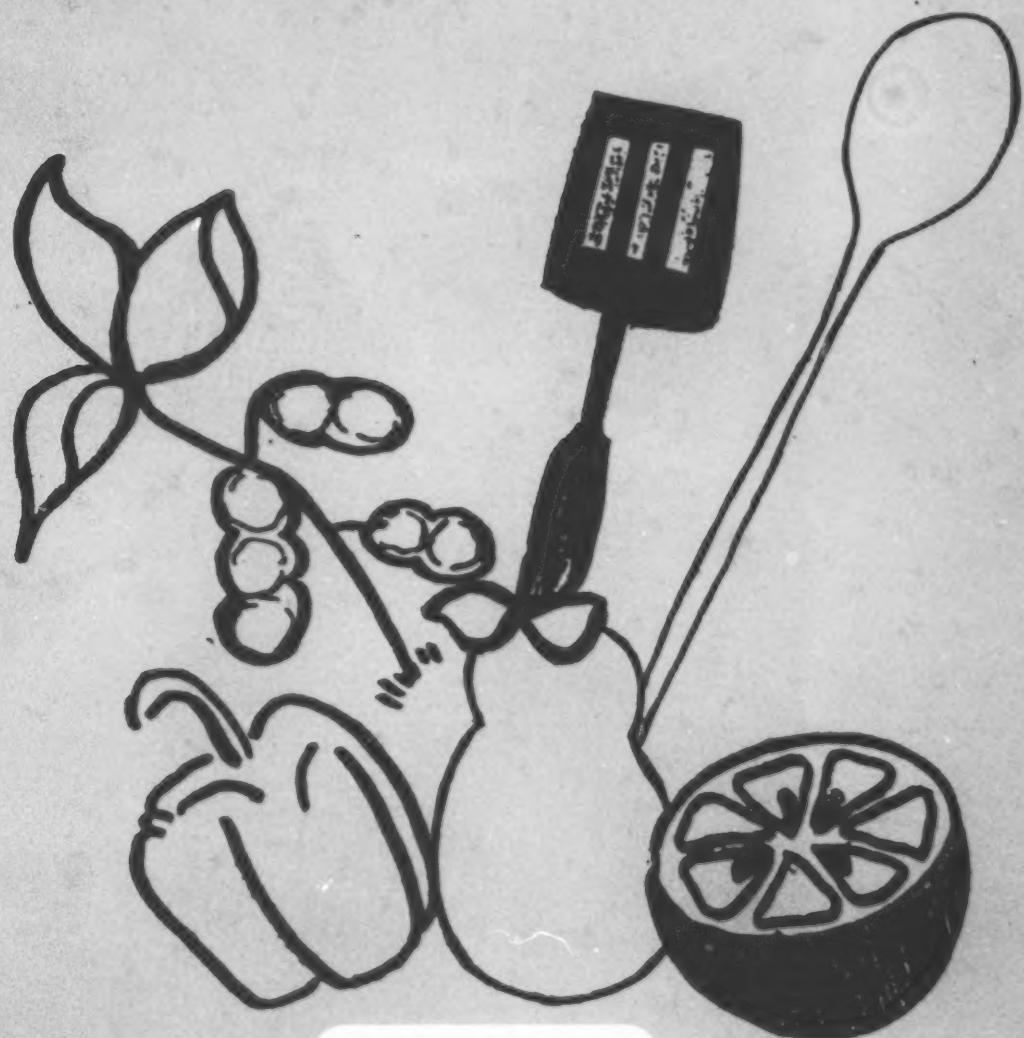
A COOKING CURRICULUM



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AN EARLY CHILDHOOD COUNCIL PUBLICATION -

WASHINGTON ELEMENTARY SCHOOL DISTRICT NO. 6
8610 North 19th Avenue
Phoenix, Arizona
85021

AN EARLY CHILDHOOD COOKING "CURRICULUM"

A publication of

THE EARLY CHILDHOOD COUNCIL

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July-1975

WASHINGTON ELEMENTARY SCHOOL DISTRICT NO. 6

Richard E. Miller, Superintendent

FOREWORD

Cooking is a project universally interesting to children. Cooking is a frequent activity in the kindergarten and primary classrooms in the Washington District because it provides a first-hand experience which is essential for learning.

In addition to providing a real life activity, cooking can serve to further understanding in all curricular areas. In recognition of cooking as an activity with learning potential, a cooking committee under THE EARLY CHILDHOOD COUNCIL devised this COOKING CURRICULUM in order that the experience can be organized and carried out as a learning experience.

Portable ovens will be (or are) available in some Washington District schools, but electric skillets or hot plates make good substitutes where ovens are unavailable.

In using this book it is our intention that you will help children grow and learn in the following areas:

LANGUAGE:

Labeling tools, ingredients describing tastes, using adjectives and adverbs, making contrasts and comparisons, and relating school and home experiences.

TECHNOLOGY:

Exactness with which a tool allows one to grind or cut evenly.
Time saved by use of an electric vs a hand tool.
Use of new tools (tongs, strainers, graters, etc.)

SCIENCE CONCEPTS:

Change in properties of matter
Making predictions
Interaction of ingredients, such as soda, yeast, seasonings, etc.

MATHEMATICAL CONCEPTS:

Measuring amounts
Recipes that have to be doubled, trippled or halved
Cutting food to divide it equally
Adherence to sequence

SELF GRATIFICATION:

The child sees himself as a capable producer, a doer, who can manipulate and control and use tools for a purpose.
The basic, primitive satisfaction of eating
The social satisfaction of sharing labor and the fruits of labor

INTEGRATION OF THE CURRICULUM:

Reports of the cooking experience
Creative writing (Language Experience)
Work exercises prepared by the teacher

Every cooking experience should involve planning beforehand and cleaning up afterwards. Planning might mean choosing between two or three recipes, shopping for ingredients and laying out necessary utensils. Children should also learn to wash implements thoroughly with good soapy water and store them properly.

Cooking is a very structured exercise. The children follow a recipe chart - simply laid out - by the teacher. Ingredients are added according to the recipe.

Before cooking, everyone who is to be involved washes hands well, with a discussion of why this is necessary. Everyone gets a chance of adding or mixing or stirring, and everyone cleans up. In order for all children to have a turn at some part of the cooking activity, it is often necessary to divide responsibilities. Some children shop, some cook, and some clean up. On subsequent cooking experiences roles change. The recipes which allow all of the children to be involved in the cooking (such as soup making where all chop vegetables) are especially enjoyed by the children. Plan so that no child has to wait twenty minutes for a one-minute turn.

Tasting raw food, then the same food when cooked, is a learning experience. Tasting, however, sometimes presents problems of hygiene. Providing toothpicks, popsicle sticks or disposable spoons can promote cleanliness and still satisfy the desire to taste.

In this book we have listed only a few of the cooking activities which might serve our objectives, and we have not exhaustively listed the teaching/learning possibilities. But we hope this guide will start you on the way of building your own cooking curriculum with children.

Cooking Curriculum Committee
The Early Childhood Council

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GENERAL PURPOSES FOR COOKING IN THE PRIMARY CLASSROOM

MATH:

1. To develop skills in counting, measuring and weighing.
2. To develop skills in telling time.
3. To increase the child's understanding of the concepts of "more than", "equal to", and "less than".
4. To illustrate the need for being able to add and subtract.
5. To increase thinking skills particularly related to cost.
6. To increase the child's understanding of fractions.
7. To increase the child's understanding of terms of measurement, such as, cup, quart, pint and to help the child see the relationship of these quantities to one another.

SOCIAL STUDIES:

1. To develop good manners.
2. To provide an awareness of our national customs and traditions.
3. To provide an awareness of where our food comes from.
4. To develop an appreciation for all the people involved in getting our food to us.
5. To provide an awareness of our dependence on others.
6. To develop an appreciation for "sharing" or "taking turns".
7. To develop an appreciation for the variety of cultures within our country.

SCIENCE:

1. To increase the child's understanding of the concepts of "alike", "similar" and "different".
2. To increase the child's ability to describe the properties of substances.
3. To increase the child's understanding of "interactions" and "evidences of interactions". (SCIS)
4. To increase the child's ability to accurately observe and record.
5. To motivate toward good ecology by not being wasteful.

LANGUAGE ARTS:

1. To develop skills in communication and self-expression.
2. To develop materials which are interesting to read.
3. To increase reading skills, and provide reading practice.
4. To increase the child's vocabulary.
5. To develop writing skills.

HEALTH:

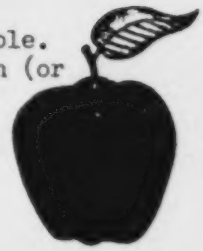
1. To provide an awareness of the importance of good nutrition.
2. To provide an awareness of the importance of cleanliness.
3. To provide an awareness of safety precautions in cooking.
4. To learn about the basic 4 and how to plan balanced meals.
5. To provide self gratification to children through individual and cooperative accomplishment.

RECIPES: WITH CURRICULUM CONCEPTS

RECIPES FOR FALL MONTHS

APPLESAUCE

Apples: Delicious, Rome Beauty, Jonathon, Winesap, Pippin, McIntosh
Use as many kinds as available. Allow 1 apple per 4 children (or more depending on budget).



Wash: (leave skins)
Core: note size, shape and color of seeds.
Chop: halves, quarters, eighths
Cook: put pieces in pot, cover with water (20 min.)
add cinnamon to taste.

CURRICULUM CONCEPTS

Science / "change"
- -Apples growing - cycle of seed-- tree, etc.
- -Heat causes water to boil.
- -Some water evaporates (steam), apples absorb some.
- -Texture of apples changes - from crisp to soft, squishy.
- -Color of apples changes from bright red or green to various shades of dark red and pale green, etc.
- -Apples are fruit.

Math
- -The children will see equal parts.
- -The children will be able to name these parts and know how many halves make a whole; quarters make a half, etc.
- -Weigh apples - are they all alike?
- -Sort apples in as many ways as you can think of, i.e., color, who brought them (boys, girls), size.

Language Development / (Spelling)
- -The children will acquire new words in vocabulary - names of apples and math conceptual terms (halves, quarters, eighths).
- -Story of Johnny Appleseed.
- -Song of Johnny Appleseed.

Health and Safety
- -Wash apples before cutting; trees are sprayed against bugs.
- -Wash hands; protect self and others against germs.
- -The children will be aware of the hot plate - placed in the room away from the work area in order to prevent accidents.

Social Development
- -The children will share - take turns.
- -Where are apples grown?
- -Do we grow apples in Arizona?
- -Enjoying conversation while eating.
- -Commendations for jobs well done.
- -Children see themselves as "doers."

FRESH REFRIGERATOR PICKLES

3 large regular cucumbers (1 1/2" in diameter)
1 medium sized onion
1 medium sized green pepper
1 tablespoon salt
2 teaspoons celery seed
3/4 cup sugar
1/2 cup white vinegar

Cut cucumbers into slices about 1/16 inch thick. Also finely chop green pepper (stem and seeds removed) and onion. Combine vegetables in a jar (about 1 1/2 quart size) or bowl and sprinkle with salt and celery seed. Stir gently and let stand for about one hour.

Combine sugar and vinegar and stir to dissolve sugar. Pour over vegetables and stir to blend. Cover and refrigerate.

Pickles are ready to eat in about a day; store, uncovered, in refrigerator. Makes about 5 cups. Note: Soaking sliced cucumbers and vegetables in a salt-water solution helps to keep these spicy-sweet pickles crisp and crunchy.

CURRICULUM CONCEPTS

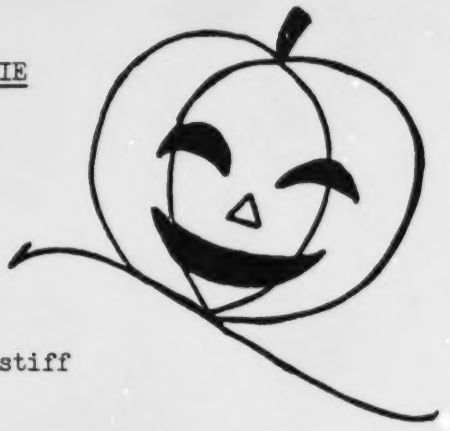
Science
-Change of the cucumbers to pickles. (taste and looks)
-Change of the sugar when put into the vinegar. (dissolved)
-What are cucumbers, fruit or vegetable? (vegetable)
-What are onions, green peppers? (plant of the lily family, vegetable)
-Where do they grow?
-How do they grow?
-Where do we get celery seeds? salt? sugar?

Math
-Concepts of medium and large. (could include small, also to make it easier to see medium)
-Matching number of objects with numerals.
-Fractions of 1/2 and 3/4.
-Measuring using tablespoon, teaspoon and 1/2 and 3/4 cup. (could convert to metric!)

Language Development
-Vocabulary-describing words: large, regular, medium, white, gently spicy, sweet, crisp, crunchy
-Action words: cut, chop, combine, stir, sprinkle, pour, blend, cover, eat.
-Homonyms: store-store
-Following written directions.
-Following and knowing sequence.
-Write an experience story or cinquain about it.

Social Development
-What part of the country are cucumbers, onions, green pepper, celery seeds, etc. from?
-Where did the above come from originally?
-Take a field trip to a pickle factory.
-Talk about jobs: picking cucumbers, onions, green peppers, making salt, sugar, vinegar.

PUMPKIN DREAM PIE



1 pkg. instant vanilla pudding mix
1 cup milk
1 cup canned pumpkin
1/2 cup sugar
1 teaspoon pumpkin pie spice
1 pie shell
1 envelope dream whip
1/2 cup milk
1/2 teaspoon vanilla
} whip until stiff

Beat all ingredients together with egg beater or spoon. When blended fold in 1 cup of dream whip which has been whipped. Pour into baked pie shell and top with the rest of the dream whip.

CURRICULUM CONCEPTS

Science
- -Whipping makes the dream whip and milk fluffy - incorporates air.
- -Each ingredient loses its own texture when blended with one another.
- -Growth of pumpkins.

Math
- -Measuring - if you use a real pumpkin you can do many activities with it - then cook it and use for pie or pudding.
- -How many seeds?
- -How big around?
- -How much does it weigh? (let students guess and make charts of guesses - then check guesses)

Social Development
- -Thanksgiving, Pilgrims and Indians sharing.
- -Why did people first use spices?
- -The uniquely American holiday of Thanksgiving.
- -Responsibility of carrying out tasks.
- -Conversation while eating.
- -Relating home and school Thanksgiving celebrations.

FRIED/BAKED PUMPKIN SEEDS

pumpkin
margarine
salt
clean seeds

Heat margarine in pan. Fry seeds until golden brown. Salt to flavor.

CURRICULUM CONCEPTS

Math -See no-cook pie above.

Science -Plant a seed or two and see what happens.

TRADITIONAL PUMPKIN PIE

2	eggs, beaten
1 1/2	*cups solid packed pumpkin (canned)
3/4	cups sugar
1/2	teaspoons salt
1	teaspoon cinnamon
1/2	teaspoon ginger
1/4	teaspoon cloves
1 2/3	cup evaporated milk
1	9 inch pie shell

Mix in order given. Pour into pie shell and bake at 425 degrees (preheated oven) for 15 minutes and reduce temperature to 350 degrees for 45 minutes.

*Fresh pumpkin may be substituted. Puree fresh pumpkin after it has been cooked (baked or boiled) and peeled. This will give it a similar consistency to that of commercially prepared pumpkin and it will be ready for the above recipe.

CURRICULUM CONCEPTS

Science
- -Preparing fresh pumpkin so it will be usable for making pumpkin pie.
- -Carving the pumpkin for Halloween.
- -Cutting it up later.
- -Peeling, cooking, grinding it up and then making pumpkin pie.
- -Compare looks, taste, etc. of pumpkin to canned pumpkin.

Math
- -Measurements, time, costs of fresh vs. canned pumpkin.

Social Development
- -Carving the pumpkin for Halloween.
- -Food value - vitamin A (also science). Why do we need it? Where else do we get it?
- -Seasons - when do we have fresh pumpkins available; when are they planted?

CRANBERRY RELISH

1	bag cranberries
2	oranges
1 1/2	cup sugar
	chopped nuts (if desired)

Wash and section oranges (do not peel). Wash and separate cranberries. Add half of ingredients and blend. When desired texture is met, add rest of ingredients.

CURRICULUM CONCEPTS

Science
- -How things grow - some cranberries are squishy and bad; some hard and not ripe.
- -Where do nuts, oranges, cranberries come from?
- -What are they? - Fruits? Vegetables? Legumes?
- -What are the other forms in which cranberries are sold? (canned juice, etc.)

Math
- -Measuring 1 1/2 cup.
- -How many cranberries in bag? Estimate (each child) then count.
- -Do the oranges weigh the same?
- -How many sections in orange?
- -Divide cranberries equally among all children.

Social Development
- -Why don't cranberries grow in Arizona? (cranberries grow in a bog - need lots of moisture)
- -How are they picked?
- -Find picture of the cranberry plant.
- -Write a friend who lives where cranberries grow and ask questions children want answered.

GRANDMOTHER'S FAMOUS CRANBERRY BREAD
(from Cranberry Thanksgiving - Parents Magazine Press, c. 1971)
by Wende and Harry Delin

2	cups sifted all-purpose flour
1	cup sugar
1 1/2	teaspoon baking powder
1	teaspoon salt
1/2	teaspoon baking soda
1/4	cup butter or margarine
1	egg, beaten
1	teaspoon grated orange peel
3/4	cup orange juice
1 1/2	cups light raisins
1 1/2	cups fresh or frozen cranberries, chopped

Sift flour, sugar, baking powder, salt, and baking soda into a large bowl. Cut in butter until mixture is crumbly. Add egg, orange peel and orange juice all at once: stir just until mixture is evenly moist. Fold in raisins and cranberries.

Spoon into a greased 9 x 5 x 3-inch loaf pan. Bake at 350 degrees for 1 hour and 10 minutes, or until a toothpick in the center comes out clean. Remove from pan; cool on a wire rack.

CURRICULUM CONCEPTS

Science
-Children could compare how the various ingredients look, feel, smell, and taste.
-Children could observe the changes as various ingredients are added and then how heat changes the dough. Several interactions take place and the children could tell what evidence of interaction they see.

Math
-Compare sizes of measured amounts.
-Count the raisins in 1 1/2 cups.
-If fresh cranberries are used, count the cranberries.
-See how many pieces a cranberry can be chopped into.
-Count the number of strokes in stirring or mixing.
-Figure out the total cost of the ingredients in this recipe. This could be compared to the price of bread in a store.

Language Development
-Read Cranberry Thanksgiving by Wende and Harry Delin to the children.
-Go over the meanings of various words in the recipe.
-Write a story of how we made bread individually or as an experience chart.

Health
-Children could learn about the Basic Four food groups and how each helps our body.
-Children could make a study of vitamins and minerals.
-Discuss why we should wash our hands before we cook and before we eat.

Social Development
-Discuss the "right" way to do things to have good manners.
-Make a chart listing the "good manners" we want to have in our class.
-Discuss why cranberries are used this time of year; why cranberries and cranberry foods are customary at Thanksgiving and Christmas. Compare this to customs at other holidays.
-Discuss where various ingredients come from. (library, filmstrips)
-Children might study the cranberry or orange industries.

RECIPES: WITH CURRICULUM CONCEPTS

RECIPES FOR WINTER MONTHS

BAKER'S CLAY
(for Christmas ornaments)

4 cups regular all-purpose flour
1 1/8 cups salt
1 3/4 cups water

Combine flour and salt. Slowly add 1 3/4 cups water, mixing thoroughly with a fork. Form into a ball. Knead for a full 20 minutes on a well-floured board as you would knead bread dough, adding more flour as needed to prevent sticking. It takes patience but produces a smooth elastic, claylike dough that rolls evenly. Roll out on floured board to about 1/8 inch thick. Cut into shapes with greased cookie cutters or knives. Make a hole at the top of the ornament with a knife or toothpick. Place on greased cookie sheet. Put in 425 degree oven for 3-5 minutes or until they start puffing, then reduce heat to 200 degrees and bake for 25 minutes. Remove and let cool. Paint with acrylics or if you don't want to paint them you can tint the dough with food coloring ahead of time. It is recommended that they be sprayed with plastic coating to keep. Rhinestones, sequins or stones from junk jewelry can be pressed into the wet dough then air dry or sun bake until dough is thoroughly dried.

CURRICULUM CONCEPT

Science
-Mixing colors to make new colors.
-Change from smooth, elastic dough to hard clay.
-What happens to the salt and flour after you add the water?
-Affects of heat in change. (Leave one piece just out at room temperature)
-Degrees for oven 300° 425°

Math
-Measuring using cups and parts of cups.
-Time: How long for one batch? How many batches? How long for all the batches? What time will it be when first batch is ready? second, etc?
-Shapes: Could make these for other than Christmas and study shapes or make shapes and then paint into Christmas looking things. ie: circle: ball, rectangle: book

Language Development
-Poems and stories about their ornaments.
-KN words: knife, knead.
-Descriptive words: well-floured, smooth, elastic, claylike, greased.
-Good time to learn color words.

Social Development
-Study where the Christmas tree came from and why we decorate it.
-Study different kinds of decorations.
-Ways they celebrate Christmas in different countries.
-Why do we give Christmas presents?

MORAVIAN CHRISTMAS COOKIES

1 cup molasses
1/2 cup shortening
1/2 teaspoon ginger
1 teaspoon cinnamon
1 teaspoon cloves
1/2 cup brown sugar
2 cups flour
1 teaspoon baking soda in a little hot water

Sift flour and spices and add sugar. Work in the shortening (use part butter, if possible). Add molasses and soda and mix well. Set aside to chill, then roll very thin and cut with cookie cutters. Bake in 350 degree oven for 10 minutes.

CURRICULUM CONCEPTS

Science

-The spices would be good to compare for properties. Perhaps other spices could be brought in for the sake of comparison.
-Children could watch for evidences of interaction.

Math

-Let children measure the ingredients.
-If they have not already done so on recipes earlier in the year, they can find out by measuring how many teaspoons are in a cup.
-The children can count the stirs it takes to get the dought well mixed.

Language Development

-The class could write a letter to the Chamber of Commerce in Lancaster, Pennsylvania for information on the Pennsylvania Dutch and the part of the country in which they live.
-The children would enjoy reading Pennsylvania Dutch expressions such as "Throw me over the fence some hay."

Health

-Discuss the place of "sweets" in our diet.
-Discuss the importance of cleanliness when handling food.

Social Development

-This is a Pennsylvania Dutch recipe. The children could find out more about the Pennsylvania Dutch. This can make quite an interesting study.
-Not only could they find out where the individual ingredients come from but they could find out who the Moravians are and where they live or lived. They could find out where the Pennsylvania Dutch live and find it on a map.
-A study could be made of the occupations involved in the ingredients of the cookies.

CHEESE BALL

2 3 oz. packages cream cheese
1 5 oz. jar Old English cheese (processed)
1/2 5 oz. jar Roka Blue cheese (5 tablespoons)
pinch of garlic salt
1/4 cup chopped nuts or parsley

Allow cheese to soften at room temperature. Add garlic powder and mix. Place in refrigerator for at least 1 hour. Divide into 6 equal portions. Each child should roll his cheese into a ball, roll in nuts or parsley and eat on crackers.

CURRICULUM CONCEPTS

Science -Does the individual cheese taste different from the blend?
-Discover other forms of garlic (bud, flakes, etc.).

Social Development -Holland, Scandinavia, holidays.

potatoes	5 cups of water	flour
carrots	bell pepper	shortening
onions	salt	beef, cubed
celery	pepper	tomato sauce

Divide children into small groups to prepare ingredients. (wash, pare, taste, cut or chop) Then:

-Heat water in large pot.
-Flour meat and brown in electric frying pan.
-Put meat in water and bring to boil.
-Add salt and pepper to taste.
-Add lima beans, and then remaining ingredients; bring to slow boil,

Then:

-Cook very slowly till tender (may take 2 days)

CURRICULUM CONCEPTS

Science
-Root vegetables.
-Origin of beef.
-Consistency changes in stew as it cooks; what would happen if we cooked it 5 days.

Math
-Count kinds of vegetables.
-Count number of pieces they are chopped into.
-Determine amount needed for large group.

Language Development
-Vocabulary.
-Alphabetize ingredients.
-Discuss order of cooking process.

Motor Development
-Washing.
-Scrubbing.
-Chopping.
-Shaking meat to flour.

Social Development
-Etiquette.
-Working together in small groups.
-Vegetables in season are more available.

FRUIT SALAD

4 large navel oranges
4 large apples, cored (do not peel)
4 bananas
2 cups miniature marshmallows

1 package whipped topping mix (2 cups when prepared)
Milk for topping

Peel oranges, bananas, core apples. Slice into large bowl. Add miniature marshmallows. Stir into prepared whipped topping.

This is great for children to prepare. It is inexpensive in January and February when fruit prices are lower.

This makes 16 substantial servings.

CURRICULUM CONCEPTS

Science
-What happens during the whipping process? We start with a powder and a liquid and end up with something light and fluffy? Why?

Math
-Determine how much fruit is needed for the class.
-Decide how many pieces each fruit should be cut into.
-Count marshmallows: guess how many in a cup.
-Does a cup of marshmallow weigh the same as a cup of oranges?

Language Development
-Stories about experience.
-Vocabulary of ingredients and preparation terms.

Motor Development
-Cutting.

Social Development
-Bring a fruit (each child)
-Seasons appropriate for this fruit.
-Etiquette.

JUBILEE CHERRY TOP-OVER

1	can (21 oz.) cherry pie filling
1 1/2	cup bisquick
1/2	cup sugar
1	egg
1/2	cup milk or water
2	tablespoons shortening
1	teaspoon vanilla
	whipped cream or vanilla ice cream

Heat oven to 350 degrees

Spread pie filling in ungreased square pan, 9 x 9 x 2 inches.

Blend remaining ingredients except whipped cream or ice cream in large mixer bowl on low speed 1/2 minute, scraping bowl frequently.

Beat 4 minutes at medium speed.

Pour batter over hot cherry filling.

Bake 45 to 50 minutes or until wooden pick inserted in center comes out clean. Invert onto heat proof plate. Leave pan over cake a few minutes. Serve warm with whipped cream or ice cream.

CURRICULUM CONCEPTS

See Cherry Cobbler recipe

CHERRY COBBLER

1	can (1 lb. 5 oz.) cherry pie filling
1/2	teaspoon vanilla or almond extract
1	cup flour
1	tablespoon sugar
1 1/2	teaspoon baking powder
1/2	teaspoon salt
3	tablespoons shortening
1/2	cup milk

Heat oven to 400 degrees. Combine pie filling and vanilla extract in ungreased 1 1/2 quart casserole dish. Place in oven 10 to 15 minutes or until hot and bubbly.

Measure flour, sugar, baking powder, and salt into bowl. Add shortening and cut through six times. Add milk and mix until dough forms a ball. Drop by spoonfuls onto hot pie filling.

Bake 25 to 30 minutes or until biscuit topping is golden brown.

Serve warm. Six adult servings.

CURRICULUM CONCEPTS

Science
- -What do the eggs do? (cohesive agent - makes the cake stick together)
- -Do we taste each of the ingredients by themselves when we eat this dessert? Why or why not?
- -Changes in cake batter after it has been in the oven.
- -What happens if the cake comes out of the oven too soon?

Math
- -Time, temperature, measurements, increasing the recipe.
- -Count the cherries in the can, price of a can of cherries.
- -How much did each cherry cost?
- -Why does the cake stay in the shape of a square?

Language Development
- -Vocabulary - spread, heat, blend, beat, scraping, pour, bake, inserted, invert, serve, leave, filling, pan, cream, oven, minutes, bowl, batter, pick, ungreased, square, remaining, whipped, medium, large, hot, clean, wooden, few, warm.
- -Parts of speech.
- -Reading the recipe.
- -Following the directions.

Social Development
- -February is the patriotic month. Association with George Washington.
- -May associate also with values, i.e. honesty.

FRIED BREAD

3	cups flour
2 1/2	tablespoons baking powder
2	teaspoons salt
3	tablespoons lard
1 1/2	cups water

Mix dry ingredients. Cut in lard. Add water. Make dough soft. Pat out a small portion, about the size of an egg. Make into round shape and pat out to 1/2 inch thickness. Drop in hot grease. Drain in tray by standing on edge or drain on paper toweling. Bread will be bubbly. Serve hot. Good with beans, jerky gravy, honey or hot sauce.

(See picture recipe)

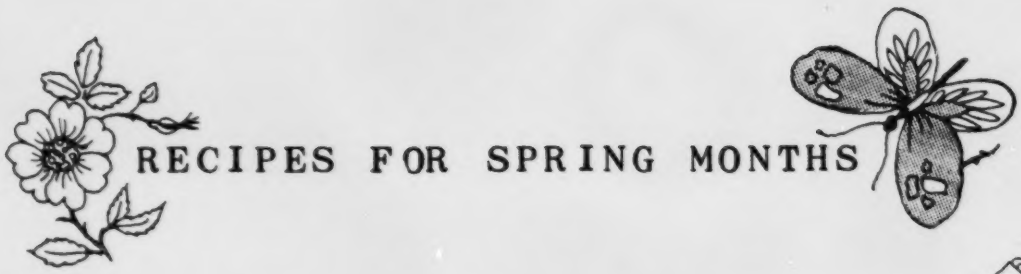
CURRICULUM CONCEPTS

Math
- -Take temperature of hot grease.
- -Measuring ingredients.

Language Development
- -Vocabulary words: sizzling, lard, bubbling.

Social Development
- -Learning about Navajos.
- -Fried breads of other cultures. (pancakes, latkes, pizza, sopapillas, tortillas, etc.)
- -Visit with Navajo bread maker.

RECIPES: WITH CURRICULUM CONCEPTS



RECIPES FOR SPRING MONTHS

3 cups biscuit mix
1 cup plain yogurt

In bowl, mix ingredients thoroughly with fork. Form dough into ball. Knead five times on floured board. Divide dough into 16 equal parts; shape each piece into a smooth ball. Place in ungreased 8-inch cake pan. Bake at 450 degrees F. for 20 minutes or until done.

Makes 16 biscuits.

CURRICULUM CONCEPTS

Science
-Temperature 450° F. How warm is the room?
-Change: before and after baking.

Math
-Measuring using one cup.
-Does one cup of yogurt weigh the same as one cup of biscuit mix?
-Divide (concept of) into 16 equal parts. How much is each part? (1/16)
-Measure to find 8" cake pan.
-Time: When will the biscuits be done?
-If you double the recipe, what does that mean?

Language Development
-Vocabulary - What does Braggin' mean?
-Discussion could lead to children telling experiences when they have bragged.
-Children could write stories about their experiences.
-Or experience story could be done.
-Read the story "The Trail Driving Rooster".

Social Development
-Do all people eat biscuits?
-Do people in different countries have something to replace biscuits.
-Do people in different countries eat the same thing, but call it something else?
-Were biscuits important in the Old West? Why or why not?

BUTTER

Shake 1/2 pint of heavy cream in a jar tightly capped. Add salt if desired. Sample buttermilk in paper cups. Spread on hot biscuits when thick enough.

CURRICULUM CONCEPTS

Science	-Hot - cold. Melt butter to show what happens when heat is applied.
Math	-Measure cream. See how much butter from amount of cream.
Language Development	-Butter, cream, milk churn, jar lid, shake, cow, knife, beaters, mixer, refrigerate.
Music Art	-Make song or poem about churning or milking. Listen to rhythm of beaters and how rhythm changes as butter gets thicker.
Motor Skills	-Turning the beaters. Pouring, shaking jar. Spreading on crackers.
Social Development	-Sharing - take turns churning or beating. Spread butter on crackers and serve to each other. Talk about uses of butter. Visit a dairy or dairy counter in a store.

BUTTER
(for 30 children)

1/2 pint of whipping cream (or heavy cream)
pinch of salt
food coloring (if desired)

Pour whipping cream into jars or tumblers with lids. Fill the jars from 1/2 to 1/3 full. Put on the lids and shake. (It works well to have the children sitting in small circles with each circle having one container or all the children in one big circle and more than one container.) Shake the jars until the cream has turned to soft butter. Add the salt. Butter can be put in molds if desired and put in a refrigerator to harden; or butter can be used as a soft spread without waiting for it to harden.

CURRICULUM CONCEPTS

Science
-Children could observe changes in the temperature of the cream as it is passed around the circle. If it is cold when you begin, it will have warmed up considerably by the time it is butter so that the children can feel the difference.
-Children will observe the change from liquid to solids. This could be a springboard for a discussion of liquids, solids, and gases. A study could be made of what causes changes in forms.

Math
-Have each child count the number of shakes he makes. If you desire, you could total this to see how many shakes it takes to turn the cream to butter.

Language Development
-Butter making lends itself well to experience charts and stories.
-School libraries usually have lots of books on the dairy, dairy products, dairy farming, etc.

Health
-A comparison of butter and margarine could be made.
-The first grade health book points out why butter is not always included in the Basic 4. It is sometimes considered a fat rather than a dairy product. Children could make their comments on this.

Social Development
-Discuss how they would feel if they got to shake the container only a few times and someone else shook it many times. Let the children decide on a plan for giving each child the same number of shakes.
-A unit of study of the farm fits in well with butter making as does a study of the dairy.

COWBOY BEANS

1 cup of pinto beans (will expand to 2 1/2 cups after cooking)

a. Buy pinto beans that are not pre-processed.
b. Wash beans. Discard rocks, damaged beans and foreign matter.
c. Soak overnight in 3 to 4 times as much water as beans. (Do not add soda.) Remove any beans which float.
d. Bring beans to a slow boil in water in which they were soaked.

add salt (to your own taste)
2 tablespoons sugar (approximately)

Reduce heat and simmer.

add ham bits (plus bone) or salt pork (Cut a 4" x 6" piece in 1" strip. Cut only to the rind, leaving the piece intact while cooking).

add water if necessary.

Simmer until beans are tender. When beans are tender-to-mushy (depending on taste) if there is too much water turn up heat and boil off water (stirring beans frequently so they do not stick and burn).

Taste and add additional salt and sugar if necessary. (Sugar improves flavor but beans should not taste sweet.)

add tomatoes, onions, chili powder or chilies if desired.

3 ounce package cream cheese
1 pound package confectionary sugar
green food coloring
1 tablespoon milk
1/8 teaspoon oil of peppermint (available at drugstore)

Combine all ingredients. Heat from hands is necessary for proper mixing, so be sure children have been washed carefully. Give each child a square of waxed paper, and enough dough for three or four walnut sized balls. Allow children to roll into round ball. They can flatten balls with plastic fork.

Any other color could be used at another time of the year. Pink would be lovely for a Mother's Day treat.

Candy can be put into individual plastic bags and a label attached with a plastic twister. Then the candy can be taken home for a treat.

CURRICULUM CONCEPTS

Science
-Change from white to green.
-Change of cream cheese and powdered sugar when combined with milk.
-Is candy the same when it is round as when we flatten it with a fork? (Piaget conservation)
-Use of five senses-see color change, smell peppermint, feel change in texture of mixture, taste candy, hear sounds of people working together.

Math
-Ounces, pound, tablespoon, teaspoon, 1/8 teaspoon.
-Concept of round or roundness.
-How much did ingredients cost?
-How much per child?
-Concept of "square" of waxed paper.

Health
-Washing hands-why is it important?
-Safety-how to use a fork.

Social Development
-Discuss St. Patrick's Day.
-Why do people wear green on that day?
-What country started St. Patrick's Day?
-Why do we celebrate it in the U.S.?

APRICOT JELLO MOLD

3	large packages orange jello
4 1/2	cups hot water
3	jars apricot/applesauce baby food
1	can of apricot halves, drained
1	can mandarin orange slices

Make jello with hot water. When beginning to thicken add the baby food. Pour into a mold which has been lined with apricot halves and mandarin orange slices.

Serves 36

CURRICULUM CONCEPTS

Science

-Children could describe the properties of the ingredients. Extra jello mix could be used for feeling, smelling and tasting.
-Children could watch for evidences of interaction.

Math

-Children should do the measuring of the ingredients.
-Children could count the apricot halves and the orange slices.

Language Development

-Children could write a story about how they think it would feel to be a bowl of jello. A poem could be written on the same theme.
-A list could be made of the children's favorite flavors of jello. Math and science could be brought into this activity by graphing the number of children that pick each flavor as their favorite.
-This is a simple recipe that could be put on a chart for the children to read.

Health

-Baby food could be a topic of discussion. Why it is made like it is? What it is made of? How it is made?
-Various types of salads could be discussed and the "goodness" of each as far as nutrition is concerned.
-Cleanliness can be discussed, if it hasn't been already.

Social Development

-Discuss good manners. Discuss why they are important.
-Find out where the various ingredients come from.

*WHEAT BREAD

1 1/4 cups warm water (not hot)
1 pkg. active dry yeast
2 tablespoons soft shortening
2 teaspoons salt
6 tablespoons honey
1 cup whole wheat flour
2 cups all purpose flour

Dissolve yeast in water in a large bowl. Add shortening, salt, and honey to the yeast and stir. Add half the flour to this mixture and beat for 2 minutes with a mixer at medium speed (300 strokes by hand). Add remaining flour and blend in with a spoon. Scrape batter from the sides of the bowl; cover with a cloth and let rise in a warm place (85 degrees) until double, about 45 minutes. If the room is cool, place the bowl on a rack over a bowl of hot water and cover.

Stir down the batter by beating about 25 strokes. Spread batter evenly in greased loaf pan, 8 1/2 x 4 1/2 x 2 3/4 or 9 x 5 x 3. Batter will be sticky. Smooth out top of loaf by flouring hand and patting into shape.

Let rise again for another 45 minutes.

Bake 45 to 50 minutes in a 375 degree oven. Loaf is done when a hollow sound is produced by tapping on the top crust. Remove from pan immediately and place on a rack to cool.

*This recipe is a slight variation of Wheat Bread in Betty Crocker's New Picture Cook Book, McGraw Hill Book Company, Inc., c. 1961.

CURRICULUM GUIDE

Science

-Compare the properties of the ingredients by feel, taste, smell and appearance.
-Observe and describe the interactions that take place. Discuss the differences in the amount of time it takes for various interactions to take place.
-Make a chart of changes that took place in the order that they took place.
-Make a chart of various properties and list all the ingredients that fall under each. Note that ingredients may have more than one property. Discuss the ingredients that have some properties alike.
-Calculate total cost for making a loaf of bread. How much do you think would be wasted if just one slice were wasted? What if part of every loaf of bread that was ever made was wasted? Does leaving the crust waste part of the bread?
-Discuss why cereal products are going up in price? Why is wheat scarce. How would our lives be affected if bread became very expensive.

Math

-Count the strokes in beating.
-Compare measured amounts. Find out how many tablespoons or teaspoons in a cup by measuring. Measure the yeast to see how much is in a package.
-See how many minutes it takes to do 300 strokes.

Continued on next page

WHEAT BREAD (cont'd.)

Math
-Periodically check the clock for passage of time. Calculate how many minutes have gone by each time. Figure out the total time it took to make the bread.
-Use a thermometer to check temperature as bread is rising. Check the thermostat to see how warm the room is. Is there a difference in the two temperatures? How much? Which is more? Which is less?

Language Development
-Write stories of how bread is made.
-Write poems about bread, perhaps pretending you were a loaf of bread.
-Have the recipe in simple form on a chart or charts so that the children could read it themselves.
-Go over the meanings of various words in the recipe.

Health
-Make a study of cereal products.
-Find out why bread is important. What does it do for our body?
-Discuss why some breads are more nutritious than others.
-Discuss why bread needs to be stored properly. You could do an experiment here which could also fall under science. Leave a piece of bread out in the air to see what happens. Put a few drops of water on another piece of bread and put it in a plastic bag to see what happens. Bread could also be stored in a variety of places to see what happens.
-Discuss why clean hands are important when handling food.

Social Development
-Discuss good manners. Talk about using a napkin.
-You could bring in proper place settings at a table. Using a paper plate or a cut circle of paper, a cup, "silverware' cut out of paper", the children can make a place setting on a piece of construction paper. Food for this paper meal can be cut from a magazine.
-Discuss where the ingredients come from and use any library books or films on bread to enhance this.
-A trip to a bakery, if not actually, then by book or film would enhance this study of bread.
-Make a picture chart of all the people involved in bread-making beginning with the farmer.
-Make a study of various types of breads used around the world by different cultures.
-Have the children bring in bread wrappers from various kinds of bread. Compare the ingredients. Math could be brought in here also by comparing the cost.

CARROT CAKE

2	cups sugar
2	cups flour
1	teaspoon salt
2	teaspoons cinnamon
2	teaspoons soda
4	large eggs or 6 small eggs
1 1/2	cups salad oil
2	cups grated carrots

Grease 9 x 13 pan. Preheat oven to 350 degrees F. Mix all dry ingredients and sift well. Beat eggs and oil together. Add to dry ingredients and mix well. Add carrots last and mix. Bake at 350 degrees for 30 minutes or until brown. Let cool before icing.

ICING

1	small package cream cheese
1	cube butter or margarine
1	box powdered sugar
1	teaspoon vanilla
1	cup sliced walnuts

Cream together cream cheese and butter. Add remaining ingredients and mix until smooth and creamy. Frost cooled cake.

CURRICULUM CONCEPTS

Science
- -Changes in batter from before it is baked to after. Changes in frosting as different ingredients are added.
- -Could set up mystery powders center using flour, sugar, salt, and soda, and have children guess which is which.
- -Why should we let the cake cool before frosting it?

Math
- -Using a piece of paper 9" x 13" decide how to cut enough pieces of cake for each child and his mother so they are all equal.
- -Will one cake be enough or will we need to double the recipe?
- -Concepts of large/small.
- -Measuring using cups, and teaspoons.
- -Does one cup of sugar weigh the same as one cup of flour? One cup of salad oil? Which weighs the most or do they all weigh the same?

Language Development
- -Write invitations for Mother's Day Tea.
- -Discuss manners for tea and make chart of them.
- -Discuss s and c words: sugar, salt, cinnamon, soda, small, salad, carrots, cool.
- -What are dry ingredients?
- -Write Mother's day stories.

Social Development
- -Why do we have Mother's Day?
- -Do you think it is a good idea
- -Plan a program for the tea.
- -Make a chart of all the things mothers do for us.
- -Discuss the concepts of the family.

FRUIT KABOBS

Watermelon
Canteloupe
Honeydew/Mushmelon
Grapes
Strawberries
Apples

Use any combination of fruit, depending on availability of funds and season.

Marshmallows and/or cheese (really enhances the flavor, too)

Skewers-meat stick (may be obtained from meat market for free usually).
Cut melon and apples in cubes (after washing).
Stick on skewers, alternating fruit.

CURRICULUM CONCEPTS

Science
- -Discuss sugar in marshmallows, milk-cheese.
- -See tough outer skin of melon - disucssing growth of fruit, grow own fruit.

Math
- -Dividing fruit between children.
- -Cutting each piece of fruit into equal parts (halves, quarters, eighths, etc.)
- -Counting pieces to be put on sticks.

Language Development
- -The children will develop new words in vocabulary (halves, quarters, etc.).
- -The words can be used for spelling.

Health Safety
- -Washing fruit and hands before working.
- -The children will learn proper use of knife.

Social Development
- -The children will take turns, share utensils (knives).
- -Cantaloupe is a commercial crop which grows in Arizona - true also of watermelon and grapes.

ALL TIME FAVORITES

PEANUT BUTTER CREAMS

1/4 cup confectioners' sugar
1 cup chocolate chips
1/2 cup sweetened condensed milk
1 cup peanut butter

First put the confectioners' sugar in the bowl. Add the chocolate chips. Add the milk. Add the peanut butter. Then stir everything together with the spoon. Next drop pieces of candy onto the waxed paper. Chill the candy for a short time. Last, eat your candy.

Make-Your-Own PEANUT BUTTER

2 pounds roasted peanuts in shell
small bottle peanut oil
salt to taste

The children shell the nuts. The teacher aids the children to put the nuts through the meat grinder.

PEANUT BUTTER KISSES

1 cup peanut butter
1 cup honey
1/2 teaspoon salt
1 1/2 cup nonfat dry milk (more if necessary)

Mix peanut butter, honey and salt until creamy. Add nonfat dry milk (1/2 cup at a time) and mix until fudge-like consistency.

Spread in a pan or dish or roll for slicing. This may be covered with chopped nuts or coconut.

COUNTRY VANILLA ICE CREAM

4	eggs
2 1/4	cup sugar
*5	cups milk
4	cups heavy cream (half and half is great!)
4 1/2	teaspoons vanilla
1/2	teaspoon salt

Add sugar gradually to beaten eggs. Continue to beat until mixture is thick and stiff. Add remaining ingredients and mix thoroughly. Pour into gallon freezer and freeze according to directions on your ice cream freezer.

Makes 4 quarts - 16 adult servings

Note: This recipe can be reduced by half or increased by half. For best results, make at least 1/2 gallon.

*To make a fruit ice cream such as strawberry, use 4 cups fresh or frozen fruit and 1 cup milk in place of 5 cups.

CURRICULUM CONCEPTS

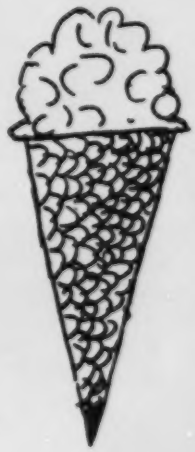
Science
- -Why do we need ice? Rock salt?
- -What happens to the liquid when it gets very cold?
- -Demonstrates physical change from liquid into a solid.

Math
- -Preparing the servings and dividing them equally.
- -Measurements i.e., quarts and gallons, cups.

Language Development
- -Vocabulary: add, gradually, beaten, continue, remaining, ingredients, mix, thoroughly, pour, into, gallon, freeze, milk, liquid, crank, melt.
- -Which words tell us to do something?
- -Which words name something?

Motor
- -Cranking manual ice cream freezer.
- -Beating eggs and additional mixture.

Social Development
- -Etiquette: Why do we call it "country vanilla"?
- -Where and when did ice cream start from?



1/2 cup popcorn
1/4 cup oil
salt

Put oil in popper or pan, check to see if ready by putting one hull of popcorn in oil, when it pops add the rest of the popcorn and cover. If using a pan other than popper, shake so popcorn doesn't stick. Remove from heat when popping stops and pour in bowl. Add salt to taste.

CURRICULUM CONCEPTS

These are just a few suggestions, have fun and be creative and you'll discover POPCORN a lot more!

Science

-Compare popcorn that was chilled in the refrigerator to popped corn that was left at room temperature.
-Feel the popcorn, both popped and unpopped. Describe it, how is it alike, how different?
-Find out what makes popcorn pop?
-Experiment with different brands to determine which pops more? Which tastes best? (Take a survey) Which is the most economical? Graph your findings.
-Weigh different brands of popcorn. Do the amounts on the bag tell the true weight?
-What happens to popcorn if you plant it?
-Make a "feely" box with popcorn inside. Have children feel it and try to guess what it is. Have them take turns describing it.

Math

-How much bigger does popcorn get when it is popped? How many kernels are in one cup? How much popped corn will one cup make? (Guess on all the above and then find out)
-How long (time) does it take to pop one kernel of corn? (try it!) How long does it take to pop 5 kernels of corn?
-How many kernels does it take to make a row 1 decimeter (or foot) long? How many pieces of popped corn does it take to make a row one decimeter (or one foot) long?
-How many kernels of popped corn are in one cup? ( ) Guess and then count.
-Fill a cup with unpopped kernels. Guess how many are in the cup; now count them.
-Take five kernels and arrange from the smallest to largest. Which is the smallest? Which is the largest? Which is in the middle?
-Does popcorn weigh the same before and after it is popped? Try this: Balance a card on two pencils. Take 2 kernels of corn on one end and see how many pieces of popped corn can be put on the other end to equal the two unpopped kernels.
-Popcorn can be used to teach any number of math concepts. It's especially good for teaching addition and subtraction, only be sure to do the addition first if you plan to do both the same day. It is good for younger children to learn to count to large numbers. For example: Have each child take 10 (to 100), now take X pieces and then take X more pieces. How many do you have in all. Several of these could be done. When doing subtraction, let the kids eat the "take away."

Continued on next page

Language Development

-Have children look at their pieces of popcorn and tell what they look like. Write words on the board as they tell you.
-You can play a game, where you write a word on the board and the kids have to find a piece that looks like what the word says, the secret is that they must tell you what the word is before they can get credit for it. This can be a team game and let children write the words, first one from one team and then one from the other.
-Have kids pick their favorite piece or a piece that they especially like and write (or tell) a story about it.
-Have children pick one piece and then make a list of words they give to describe it.
-This could be developed into a Cinquain about a particular piece of popcorn or about popcorn in general, remember popcorn can be in kernel or popped form.
-Listen for sound words while the corn is popping. Write all the sound words on the board while the corn is popping. It makes the popping go faster!
-Using a filmstrip projector, or any other light source that will make a shadow picture, make a shadow picture of your piece of popcorn and then write a story about it. (Shadow pictures don't have to be colored black, and they don't have to be all one color. Experiment!)
-Write a story about how it would feel to be a piece of popcorn, from the time it is a kernel until it is eaten.
-Dramatization: "A Day in the Life of a Popcorn Kernel." (a) In the package, can. (b) Being felt by people. (c) Being poured into a hot pan of oil. (d) Gettin hot and puffy. (e) Popping. (f) Being salted (and/or buttered). (g) Getting eaten.
-Write an Experience Story about our experience with popcorn.

Social Development

-Where is popcorn grown?
-Do people in Arizona grow popcorn?
-Where did popcorn come from?
-When was popcorn first used?
-Do people in other countries use popcorn?
-Why is some popped corn bigger than others.
-Why is some popped corn yellow and some white?
-How Indians made cornmeal by grinding on stone.
-Share with friends for a party.
-Take a field trip to a cornfield.

FOODS FROM AROUND THE WORLD

FINLAND

CRANBERRY FRUIT SOUP

1 cup sugar
1/4 cup cornstarch
1 quart cranberry juice cocktail
1 cup chilled whipping cream (can use 1 pkg. dream whip)
Fresh chopped cranberries

1. Mix sugar and cornstarch in 2-quart saucepan. Stir in cranberry juice. Cook over medium heat, stirring constantly, until mixture thickens and boils. Boil and stir one minute. Remove from heat; cover. Cool to room temperature.

2. Beat whipping cream in chilled bowl until stiff. Serve soup in sherbert or dessert dishes. Top with whipped cream and cranberries.

FRANCE

FRENCH BREAKFAST PUFFS

Mix together thoroughly:

1/3 cup soft shortening
1/2 cup sugar
1 egg

Sift together:

1 1/2 cup sifted flour
1 1/2 teaspoon baking powder
1/2 teaspoon salt
1/4 teaspoon nutmeg

Stir in alternately with 1/2 cup milk. Fill greased muffin cups 2/3 full. Bake till golden brown at 350 degrees. Bake 20-25 minutes. Can add cinnamon on top.

FRANCE

FRENCH TOAST

2 eggs
1/2 cup milk
1/4 teaspoon salt
6 slices slightly dry bread

Beat eggs, milk and salt in bowl with rotary egg beater. Cut slices of bread in half. Heat a lightly greased heavy skillet or griddle. Pick up bread with fork and dip both sides into egg mixture. Place bread slices in hot skillet or on griddle. Brown on both sides, turning with pancake turner. Serve hot. Sprinkle with confectioners' sugar. Top with margarine and your favorite syrup or jelly. 6 servings.

GERMAN

POTATO PANCAKES
(Kartoffel Pfannkuchen)

6 medium (2 lbs) potatoes, pared
1 small onion, grated
2 tablespoons flour
4 strips bacon, crisply cooked and crumbled
2 beaten eggs
1 1/2 teaspoons salt
pinch of pepper and grated nutmeg
2 tablespoons chopped parsley
butter

Cover potatoes with cold water; drain. Grate at once; drain off water that collects. Mix potatoes, onion, flour, bacon bits eggs, and seasonings, blending well. Heat butter (enough to be 1/4 inch deep) in skillet. Just before butter turns brown, drop in 1/3 cup batter for each pancake and flatten them out. When golden brown on one side, turn pancakes over; cook until crisp and brown on other side. Remove to paper towels and keep warm while frying remaining pancakes. Makes 6 servings or 12 pancakes.

MATZO MEAL PANCAKES
(for Passover)

3	eggs
1/2	cup Matzoh Meal
1/2	cup cold water
1/2	teaspoon salt
1	stick margarine to grease the griddle

In a mixing bowl:

Separate egg yolks from the white of egg. Beat the egg yolks very lightly. Add the Matzoh Meal and water and salt alternately - mix well.

Beat egg whites stiffly. Fold stiff whites into mixtures.

Drop by teaspoonful on a hot greased griddle. Turn when golden brown. Serve with sour cream or sugar or jelly or applesauce.

Serves about 15 children.

LATKES (POTATO PANCAKES)

In Jewish homes during the holidays pounds of potatoes are peeled and grated for making these pancakes. Friends and relatives are invited to a latke party. Latkes are often served with applesauce.

The children could each bring several potatoes. Equipment needed would be blenders, electric fry pans, potato peelers and strainers. The teacher might furnish the applesauce or have a previous cooking experience where the children make it.

6	medium potatoes

Grate in blender. Put in strainer to get rid of liquid.

Add:

1	egg
1/2	cup flour
1	grated onion and salt

Mix well. Drop into hot fat in fry pan. Turn when brown. Drain on paper towels.

JEWISH

CHAROSES
(A Passover Seder Symbol)

1 cup chopped apples
1/4 cup chopped nuts
1 teaspoon cinnamon
about 2 tablespoons grape juice (in lieu of wine)

Chop ingredients and mix. Add enough grape juice to bind the mixture. Serve on top of matzoh.

IRELAND

IRISH SODA BREAD
(A recipe for Saint Patrick's Day)

Simple - Delicious - Delights Children

4 cups flour
1 cup raisins
1 tablespoon caraway seeds
1 cup sugar
1 egg
5 teaspoons baking powder
pinch baking soda
milk

Mix all ingredients together. Add enough milk to make dough malleable. Lightly butter 9 inch heavy skillet. Pour in dough.

Bake at 325 degrees for 1 hour and 15 minutes. Brush top of bread with melted butter after 45 minutes.

INDIA

BANANA CHIPS

Peel and slice the bananas thin.

Fry until crisp in olive or peanut oil.

MEXICO

CHILI ENCHILADA

Tortillas:

1 cup bisquick
1/4 cup cold water
cornmeal

Stir baking mix and water to a soft dough. Gently smooth dough into a ball on floured cloth-covered board. Knead 5 times.

Divide dough into 8 equal parts. Shape each part into a ball. Roll each into a 5 inch circle on board dusted with cornmeal. Bake on hot ungreased griddle about 1 minute on each side.

Makes 8 tortillas.

Note: to keep tortillas from drying, place them between the folds of a damp towel.

Filling:

2 cans (15 1/2 ounce each) chili without beans
1/4 cup chopped onion
2 cups shredded process American cheese (approx. 8 oz.)

Heat oven to 350 degrees.

Mix 1 can chili, 2 tablespoons onion, and 1 cup cheese. Spoon about 1/3 of this chili mixture on center of each tortilla. Roll up and place seam side down in ungreased baking dish, 11 1/2 x 7 1/2 x 1 1/2 inches. Spoon remaining chili over tortillas; sprinkle with remaining onion and cheese.

Bake 20 minutes or until cheese is melted.

Continued on next page

CHILI ENCHILADA (cont'd)

CURRICULUM CONCEPTS

Science	-Affects of heat; uses of different kinds of heat, i.e. griddle versus oven; why do we use both?
Math	-Numbers, equal parts, measurements, time, circles, fractions.
Language Development	-Vocabulary: tortilla, enchilada, chili, stir, soft, gently, smooth, dough, ball, knead, divide, equal, shape, each, roll, circle, dusted, griddle, about, damp, chopped, shredded, process, spoon, center, etc. -Alphabetize above words. -Parts of speech. -Compare language: Mexicans use tortilla, Caucasians may say bread.
Motor Development	-Rolling and kneading and shaping uses large muscles.
Social Development	-Study Mexico and use this as a culminating activity.

MEXICO

Interesting facts about the way tortillas in earlier days (and sometimes even today) were made.

To make tortillas, the corn was well soaked in jars of limewater. Then the women ground the wet, softened kernels on a flat stone called a matate (meh-TAH-tay). Now and then, they added a little water to keep it wet. They ground until it was a smooth dough mass. Then they patted bits of this masa (Mah-sah) into round, then cakes and toasted them in a big flat pan over the fire.

FLOUR TORTILLAS

8	cups flour
2	teaspoons baking powder
4	cups shortening
2 1/2-4	teaspoons salt (depending on taste)

Combine all ingredients and mix into stiff dough. Knead thoroughly on a lightly floured board. Cover and let set 1/2 hour. Form balls according to the size of tortilla desired. Shape by patting between hands and pulling or roll very thin. Fry both sides on a lightly greased grill.

Here's another Flour Tortilla recipe - from Texas schools

4	cups of flour
3/4	cup hot water - add more if needed
1	teaspoon salt
1	cup shortening

Mix flour, salt and shortening. Add hot water at little at a time. Mix until firm. Let stand. Make testales (rounds); roll out with rolling pin. Cook on hot griddle with low flame. Serve with meal or add butter.

MEXICO

MEXICAN ORANGE SALAD

Oranges
Onions, finely chopped
Whole dry chilies

Instructions:

1. Peel oranges.
2. Chop in small pieces.
3. Toast chiles and crush.
4. Mix all the ingredients and add salt. The amount of ingredients depends on how much salad is wanted.

INDIAN

NAVAJO FRIED BREAD

3	cups flour
2	tablespoons baking powder
1	teaspoons salt
3	tablespoons powdered dry milk
2	tablespoons sugar
3	tablespoons shortening
1	well-beaten egg
1/2	cup warm water

Sift and mix dry ingredients together in a large mixing bowl. Cut in the shortening until well-mixed with the dry ingredients. Make a well in the flour mixture. Add warm water and mix with hands until dough is about the consistency of biscuit dough. Kneed until dough is smooth. Cover it and let stand for 10 minutes to 1/2 hour. Using forefinger and thumb as cutters, squeeze off small balls of dough, about 2 inches in diameter.

Taking a ball of dough at a time, flatten it between the palms of the hands until it is about 6 or 8 inches in diameter by flipping from hand to hand while patting and stretching. The size of the circle will depend on the size of the skillet used.

Fry in deep fat until golden brown - turn - fry on other side.

Serve hot with meat, sprinkled with sugar, with syrup, or as a base for "pizza".

SOUL FOOD

January 15th is Martin Luther King's Birthday

In December of 1955, a black woman named Rosa Parks refused to give her seat on a city bus to a white person. That started a new battle in the long struggle for the rights of blacks in the United States. For the next twelve years, their leader was Martin Luther King. Try some "Soul Foods" in his memory, such as Sweet Potato Pie:

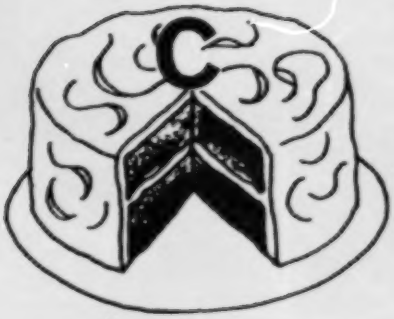
SWEET POTATO PIE

Pastry for 9" nut pie crust

2	pounds yams
1/2	cup margarine
1	teaspoon cinnamon
1/2	teaspoon ginger
1/8	teaspoon salt
1/2	cup brown sugar
3	eggs separated
1/4	cup lemon juice
1/2	cup milk

Boil the yams until just done, peel, and mash thoroughly. Add the margarine, spices, salt and sugar to the hot yams. Beat until light and smooth. Beat the egg yolks until light and add to the yam mixture. Stir in the lemon juice, orange juice and milk, mixing well. Beat the egg whites until very stiff and fold them into the filling gently. Pour into the uncooked pastry shell and bake at 450 degrees fahrenheit for 10 minutes. Reduce the heat to 350 degrees fahrenheit and bake 25 to 35 minutes longer, or until the pie is puffed up and firm in the middle.

COOKING WITH ALPHABET AND COLORS



ALPHABET COOKING

A - applesauce, alphabet soup

B - butter, bread, biscuits, bagels

C - candy, carmels, casserole, cotton candy or other candy

D - deviled eggs, dairy products, doughnuts

E - egg salad

F - fruit (salad), fudge, fried things

G - green beans, grape jelly, garbanzos, gum (grape or gooey)

H - halvah, huevos, hash brown, hamburgers

I - indian bread, instant pudding

J - Japanese dishes

K - kabobs

L - lasagne (modified), lettuce salad with lemon, lemon lollipops, lemonade,

M - marvelous mashed potatoes, macaroni and cheese

N - noodles (with poppy seeds ?), nuts

O - octopus (short o), oranges (long o), orange juice

P - pumpkin pie (get pumpkins on field trip to pumpkin patch), pizza, popcorn

Q - Nestles Quick, Quick Quaker Oats

R - rhubarb, rutabagas, rice (herb, wild, etc.), (grapes to) raisins

S - salad, soup, sauteed mushrooms

T - tomatoes (stuffed maybe), tacos, tuna salad, tortillas

U - ugly faces (cheese in can - crackers, frosting on cookies), make sad face

V - vegetables, velveeta

W - waffles (warm - wonderful), wild rice

X -

Y - yellow foods, lemonade, yams

Z - zucchini, zwieback

COOKING "COLOR-COORDINATED"

Red - finger jello, apples (sauce), strawberry shortcake

Yellow - bananas (slice, add to salad or roll in sugar), squash, lemons (make lemonade)

Blue - blueberries (make a bundt cake), blue juice (add food coloring), blueberry pancakes

Orange - carrots (salad or strips), oranges (make juice)

Green - green beans (raw - snap them, open and chart number of beans, cook), celery (stuffed)

Purple - eggplant (fried or casserole), rhubarb

Brown - fudge, chocolate chip (fudge), cookies

Black - licorice (no-cook, however)

A P P E N D I C E S

Appendix I

CHILDREN'S LITERATURE TO USE WITH COOKING

Contributed by Kathy Caffey

FICTION

Auerbach, Marjorie. Seven Uncles Come to Dinner. Alfred J. Knopf, 1963.
With 7 uncles coming to dinner, little Emile offered to do the marketing. How Tante gave him the grocery list in verse, and how Emile came home with all the wrong things.

Berenstain, Stan. The Bear's Picnic. Random House, Inc., 1966.
Humorous story of papa Bear's persistent search for the perfect picnic spot.

Berenstain, Stan. The Big Honey Hunt. Random House, Inc., 1962.
A book about bears in search of honey.

Bonsall, Crosby. The Case of the Hungry Stranger. Harper and Row, 1963.
An amusing mystery involving the loss of a blueberry pie.

Bishop, Claire H. Pancakes-Paris. Viking Press, 1947.
A box of pancake flour, 2 American GIs, and a little ingenuity get Charles' family the Mardi-Gras crepes they long for.

Bishop, Claire H. and Kurt Wiese. The Truffle Pig. Coward-McCann & Geoghegan, Inc., 1971.
Pierre's pig, Marcel, is destined to be slaughtered -- but Marcel proves himself to be too valuable for such a fate.

Brown, Marcia. Stone Soup. Charles Scribner's Sons, 1947.
An old tale about 3 soldiers who managed to get a meal by fooling an entire village as to the ingredients in their famous soup.

Calhoun, Mary. The Sweet Patootie Doll. Wm. Morrow & Co., Inc., 1957.
Left in a tree stump, a sweet potato doll survives the dinner plans of a racoon, fox, bear and hound dog because she knew she wasn't for eating.

Carle, Eric. Pancakes, pancakes! Alfred J. Knopf, 1970.
Jack wasn't aware of the work involved in making the ingredients for his breakfast pancake, but when everything from gathering the wheat to cooking the batter was finished, Jack knew what to do!

Clark, Margery. The Poppy Seed Cakes. Doubleday & Co., Inc., 1924.
Stories about 4-year-old Andrewshak and his Auntie Katusrka.

Colver, Anne. Bread-And-Butter Indian. Holt, Rinehart & Winston, 1964.
By sharing her bread and butter, Barbara makes friends with an Indian, who later comes to her rescue when she is kidnapped.

Dahl, Roalo. Charlie and the Chocolate Factory. Alfred J. Knopf, 1964.
Five children are allowed inside Willy Wonka's chocolate factory, providing an amusing and thought-provoking journey.

Daniels, Guy. (Translator) The Peasant's Pea Patch. Delacorte Press, 1971.
Humorous tale about a Russian peasant whose troubles begin when a flock of cranes invade his pea patch and eat the whole harvest.

Devlin, Wende. Old Black Witch. Parents' Magazine Press, 1966.
Nicky and his mother buy an old house they plan to turn into a tearoom, and find the witch they share it with cooks delicious pancakes.

Devlin, Wende. Old Witch and the Polka-Dot Ribbon. Parents' Magazine Press, 1970.
Old Witch decides to enter her magic nut cake in a contest, and learns that she has won a ribbon for the cake's "haunting flavor".

DuBois, William Pene. Otto and the Magic Potatoes. Viking Press, 1970.
The giant dog Otto and his master are kidnapped by Baron Backgammon, who grows the world's largest roses and potatoes.

DaRigniers, Beatrice S. May I Bring a Friend? Athaneum Pubs., 1964.
The King and Queen have tea with a giraffe, dinner with a hippo, and breakfast on an elephant--because they invited a little boy who asked, "May I bring a friend?"

Elkin, Benjamin. How the Tzar Drinks Tea. Parents' Magazine Press, 1971.
Hatya, a poor peasant, proves that at least in one way he is just like the rich and powerful tzar.

Evans, Katherine. The Maid and Her Pail of Milk. Albert Whitman & Co., 1959.
The old fable about not counting your chickens before they hatch is retold in this story.

Fenton, Edward. Penny Candy. Holt, Rinehart & Winston, 1970.
Little Paul treats his older sister and her friends to a penny's worth of candy from Widow Shinn's shop, and strange things begin to happen as they bite into it.

Finfer, Celantha, Esther Wasserberg & Florence Weinberg. Grandfather Dear. Follett Pub. Co., 1968.
A very special cake for Grandma is prepared by a little girl and her grandfather.

Flack, Marjorie. The Story about Ping. Viking Press, 1961.
A young Chinese duck runs away from home to escape a spanking and almost ends up on a stranger's dinner menu.

Greenaway, Kate. A Apple Pie. Frederick Warne, no date.
A Apple Pie is based on an ancient rhyme known to have existed as early as 1671. (I haven't found the book, and don't know if it is an alphabet book, or what.)

Ginsburg, Mirra. Three Rolls and One Doughnut. Dial Press, 1970.
A collection of Russian folktales, accompanied by handsome illustrations.

Hader, Berta. The Big Snow. Macmillan, 1948.
One couple remembers the forest animals during the winter by putting out bits of food for them.

Hall, Rosalys. The Bright and Shining Breadboard. Lathrop, Lee & Shepard Co., 1969.
Resolved Makepeace looks for neatness and tidiness as he searches the countryside for a suitable wife.

Hawkinson, John. Where the Wild Apples Grow. Albert Whitman & Co., 1967.
An appealing fantasy about a little girl who lives in a cave and a horse that lives on a hill--both belonging to no one.

Hitte, Kathryn and Wm. Hayes. Mexicali Soup. Parents' Magazine Press, 1970.
Everyone knew that Mama made the best Mexicali Soup in the world, but each member wants to fit into the big city, and each asks Mama to leave out some ingredient.

Hoban, Russell. Bread and Jam for Frances. Harper & Row., 1964.
Aimed at those who want to eat only their favorite foods -- Frances isn't as happy as she expected at having unlimited bread and Jam.

Hurd, Edity Thacher. What Whale? Where? Harper & Row, 1966.
An imaginative picture book about two little boys giving their sandwiches to a whale during a rowboat trip.

Jackson, Jacqueline. Chicken Ten Thousand. Little, Brown & Co., 1968.
Chicken Ten Thousand lives in a mechanical world where she lays eggs but never sees them. The picture story tells how she escapes from the hatchery.

Jacobs, Joseph. English Folk and Fairy Tales. G. P. Putnam's Sons, no date.
Collection of folk stories (total of 43) which include Jack and the Beanstalk, Goldilocks, Three Little Pigs, etc.

Jacobs, Joseph. Johnny-cake. G. P. Putnam's Sons., 1933.
A retelling of the classic English tale in a special picture book version.

Janice. Little Bear Learns to Read The Cookbook. Lathrop, Lee & Shepard Co., 1969.
Little Bear's friends go to school with him to help him learn how to read. Soon he is reading a cookbook and baking chocolate cake.

Kahl, Virginia. The Duchess Bakes a Cake. Charles Scribner's Sons, 1955.
A rhyming fantasy of how the Duchess baked a cake so light that she rose as high as it did.

Kahl, Virginia. The Perfect Pancake. Charles Scribner's Sons, 1960.
A beggar tricks the best cook in town by pretending that something is wrong with each and every pancake.

Kahl, Virginia. Plum Pudding for Christmas. Scribner's Sons, 1956.
The king threatens to cancel his visit to the castle when there are no plums for the pudding, but they arrive at the last minute.

Krauss, Ruth. The Carrot Seed. Harper & Row, 1945.
When a little boy plants a carrot seed, everyone keeps saying it won't come up.

CHILDREN'S LITERATURE TO USE WITH COOKING (cont'd.)

LeSueur, Meridel. Little Brother of the Wilderness. Alfred J. Knopf. 1947.
Easy to read biography of John Chapman (Johnny Appleseed).

LeSieg, Theo. Ten Apples Up on Top! Random House, 1961.
A Beginner's Book about counting apples on top of your head.

Lexau, Joan M. Striped Ice Cream. J. B. Lippincott Co., 1968.
A poor family works hard to make Becky's birthday a happy surprise.

Holdsworth, William F. Little Red Hen. Farrer, Straus, & Giraux, 1969.
None of the animals will help Little Red Hen plant, reap or harvest the wheat, but after the loaf of bread is baked, all are willing to help eat it.

Lobel, Arnold. The Ice Cream Cone Coot and Other Rare Birds. Parents' Magazine Press, 1971.
Rhyming fantasy depicting such fascinating birds as the Soupladle Lark, the Pencilkset Parrot, the Milkbottle Midge, and the Ice Cream Cone Coot.

McCloskey, Robert. Blueberries for Sal. Viking Press, 1948.
Sal and her mother, Little Bear and her mother are all looking for blueberries on the same day, and get slightly mixed up.

McGowen, Tom. Dragon Stew. Follett Publishing Co., 1969.
Amusingly illustrated story of a small fat dragon who outwits the royal dinner plans of King Chubby.

Martin, Patricia M. Rolling the Cheese. Atheneum Pubs., 1966.
A story of the days in San Francisco when the Produce Market men met every Sunday to roll cheeses, and of a little girl who wanted very much to join this game.

Martin, Patricia M. The Pumpkin Patch. G.P. Putnam's Sons, 1966.
All the kindergarten children bring a pumpkin -- except Kate. Young children will like the surprise ending.

Nilhous, Katherine. Egg Tree. Charles Scribner's Sons, 1950.
Pennsylvania Dutch story about an egg tree, including directions for making your own tree on the back book jacket.

Parish, Peggy. Granny and the Desperadoes. Macmillan, 1970.
A humorous story about how Granny brought 2 desperadoes to justice after they stole her freshly baked pie.

Sawyer, Ruth. Journey Cake, Ho! Viking Press, 1953.
The folktale about Johnny, who chased the Journey Cake all the way home, bringing all lost animals back to their keepers.

Sendak, Maurice. In the Night Kitchen. Harper & Row, 1970.
Picture book of a boy who helps the bakers prepare the cake for the next morning.

Seuss, Dr. Green Eggs and Ham. Random, 1960
Green eggs and ham are good anywhere and any time.

Stevenson, James W. If I Owned a Candy Factory. Little, Brown & Co, 1968.
A little boy tells what he would do if he owned a candy factory.

Thayer, Jane. The Popcorn Dragon. Wm. Morrow & Co. Inc., 1953.
Dexter the dragon blew so many smoke rings one day that his friends wouldn't play with him --. He learned how to make popcorn.

Ungerer, Tomi. Zeralda's Ogre. Harper & Row, 1967.
While searching for breakfast, a hungry ogre who eats children meets a little girl who is an expert cook. After many delicious meals the ogre becomes quite tame.

Weil, Lisl. Stivers and the Case of the Secret Hamburgers. Houghton-Mifflin, 1967.
A faithful watchdog at Mr. Pappashill's drugstore is accused when food keeps disappearing from the lunch counter.

Wondriska, William. The Tomato Patch. Holt, Rinehart & Winston, 1964.
Fantasy about two mythical countries where no one had gardens, ate everything from cans, and made weapons for wars that never came.

Young, Miriam. Jellybeans for Breakfast. Parents' Magazine Press, 1968.
Two best friends bicycle to the moon, visit the President, and eat jelly beans for breakfast.

Appendix I

CHILDREN'S LITERATURE TO USE WITH COOKING

NON-FICTION

I'm sure there are dozens more non-fiction books about foods that would be applicable to primary grades, but these are ones I found in the catalog I reviewed.

Hawes, Judy. Watch Honeybees with Me. Tho. Crowell & Co., 1964.
Beginning readers will enjoy this accurate account of beehive life and how honey is formed.

McDonald, Lucile.. Garden Sass: The Story of Vegetables. Tho. Nelson & Sons., 1972.
Historical facts and events and bizarre and amusing legends surrounding some common and unusual table vegetables. (Not intended for student reading, but as teacher resource.)

Salsam, Millicent E. Peanut. William Morrow & Co. Inc., 1969.
How the peanut grows, with close up photos and drawings for the young reader.

Watson, Aldren A. My Garden Grows. Viking Press, 1962.
A "toad's eye view" of how a garden grows, under the earth as well as above. Cross-sections of fully grown vegetables.

Whitney, David C. Let's Find Out About Milk. Franklin Watts Inc. 1967.
A trip to a dairy farm describes and illustrates the production, treatment, and delivery of milk.

Wiss, William. Fresh, Canned and Frozen: Food from Past to Future. Parents' Magazine Press, 1971.
The history and importance of food from prehistoric times to today's search for new sources of food.

FILMSTRIP - Food in the City. (sound, color) by Ed Dubrowsky. Hudson Photographic Industries, Inc., 1968.
Color photos examine foods sold in the city from street vendors to restaurants. Includes teacher's guide.

Podendorf, Illa. Food Is for Eating. Childrens Press, 1970.
A simple exercise in observation and sense awareness. Contents: How We Learn About Foods; Foods Have Different Tastes; Foods Have Different Odors; How We Tell About Foods; We Eat Foods.

Russell, Solveig P. About Bananas. Melmont Pub., 1968.
Planting, harvesting, and marketing the bananas are discussed in an account of a plant known by the cavemen.

Appendix II

COOKBOOKS

Beebe, Ann. Easy Cooking: Simple Recipes for Beginning Cooks. N.Y.: Wm. Morrow & Co., 1972.

Recipes vary in difficulty; some require oven or burner, others do not. Both foods needed and "tools" needed are listed at beginning of recipe, then simple, numbered directions are given for assembly. Some would require careful teacher review and supervision.

Carafoli, Marci and John. Look Who's Cooking. Chicago: Follett Pub. Co., 1974. (A Beginning to Read Book)

Thirteen recipes, of which 10 are lunch or dinner type meals. Ingredients and utensils needed are clearly listed, with numbered directions for cooking and/or assembly. A "second cook" is suggested. Colorful drawings accompany most recipes.

Ellison, Virginia H. The Pooh Cook Book and The Pooh Party Book. N.Y.: Dell Pub. Co., 1969 and 1971. Paperback and hard bound.

Recipes and party ideas inspired by the Milne books - many involving much honey. The reading level is probably about 4th grade or above, but young children fond of the Pooh books would like the recipes (simplified by parent or teacher) and would undoubtedly enjoy the party games, decorations and prizes suggested.

Moore, Eva. The Seabury Cook Book for Boys and Girls: Easy to Read, Easy to Cook. The Seabury Press, Inc., 1969.

Nine simple recipes such as cinnamon toast, stuffed celery, sandwiches, sugar cookies. (Listed as grades 1 - 3)

Parents' Nursery School. Kids are Natural Cooks. Houghton Mifflin Co., 1974. Hard and soft cover.

Based upon experience with pre-school children, the teachers who compiled this book have included guidelines, recipes galore (some of which involve baking or other cooking), pictures, and hints about how to allow children to experiment. Several recipes given include "picture recipes" which could be followed by the non-reader - and give the teacher a format for making picture charts for other recipes.

Paul, Aileen and Arthur Hawkins. Kids Cooking. NY: Doubleday & Co., Inc. 1970.

Sections for breakfast, lunch, dinner, and snacks. Ingredients and equipment needed for each are listed on one page, cooking instructions on the opposite page. Some of the recipes are simple enough for primary, but teacher would have to review them carefully.

Sedgwick, Ursula. My Learn to Cook Book. Western Pub. Co., Inc., 1967.

A large, thin book (it does stay open easily), small print, but directions are illustrated step-by-step. Most recipes require cooking, and use would need to be supervised.

COOKING WITH SAFETY

1. Always use potholders to avoid burns.

2. When you use a vegetable parer, always cut away from yourself.

3. Ask your mother (or teacher) before you use a knife, can opener, the the electric mixer, or anything electric or gas.

4. Pans won't upset and spill if handles are turned toward the back of the range.

5. When you slice, dice, chop, or mince, use a chopping board.

6. Ask an adult to turn on the burner or oven.

7. Remember to turn burners and oven off when you have finished cooking.

GLOSSARY OF COOKING TERMS

Bake - Cook in oven.

Beat - Mix vigorously over and over with a spoon or fork, or round and round with a beater.

Blend - Mix thoroughly two or more ingredients until smooth.

Boil - Cook in steaming liquid in which bubbles break the surface.

Broil - Cook directly under heating unit in range, or over hot coals.

Chop - Cut into pieces with a knife or chopper

Cube - Cut into 1/4 to 1/2 inch cubes.

Cut in - Mix fat into flour mixture with a pastry blender, a fork or two knives.

Dice - Cut into very small 1/4 inch squares.

Dot - Drop bits of butter or cheese here and there over food.

Drain - Pour off liquid.

Flour - Dust greased pans with flour until well coated on bottom and sides. Shake off excess.

Fold - Mix gently, bringing rubber scraper down through mixture, across bottom, up and over top until blended.

Garnish - Decorate with pieces of colorful food such as parsley, pimento, cherries, or lemon.

Grate - Rub against grater to cut into small pieces.

Grease - Spread bottom and sides of pan with shortening.

Knead - Work dough with your hands by repeating a folding-back, pressing-forward, and turning motion.

Melt - Heat until liquid.

Mince - Chop or cut into tiny pieces.

Panfry - Cook in a small amount of grease in skillet.

Pare - Cut off outside skin, as from an apple or potato.

Peel - Pull off outer skin as from an orange or banana.

Roll out - Flatten and spread with a rolling pin.

Shred - Cut into very thin strips.

GLOSSARY (cont'd.)

Sift - Put through flour sifter or fine sieve.

Simmer - Cook in liquid almost to boiling, but not hot enough to bubble.

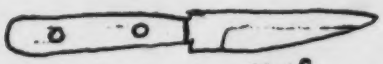
Stir - Mix round and round with spoon.

Toss - Mix lightly.

Whip - Beat with rotary or electric beater to add air.

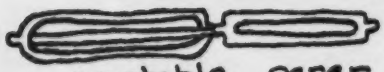
Utensils

For Preparation


Knife

vegetable brush

Kitchen scissors


vegetable parer

grater

cutting board

fruit juicer

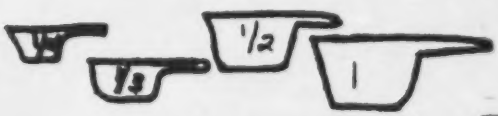
can opener

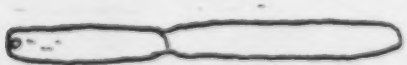
wire strainer

For Measuring

liquid measuring cup

dry measuring cups




Straight-edged Spatula

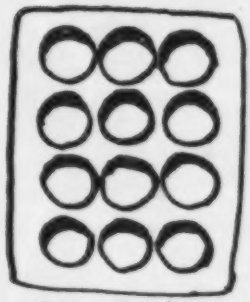
rubber scraper

measuring spoons
(1/4, 1/2, 1 teaspoon, 1 tablespoon)

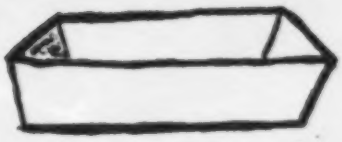
Utensils

For Baking

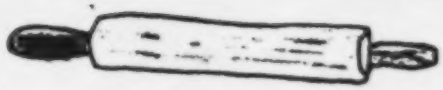
8 or 9-inch layer cake pans



cupcake or muffin pan



9-inch loaf pan

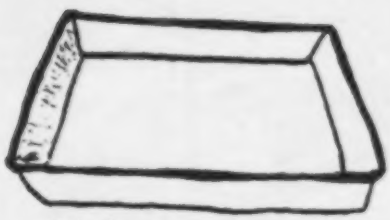


rolling pin

pie pan

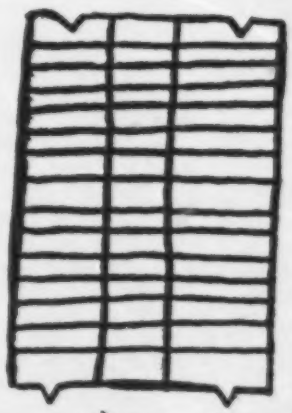
baking sheet

8-inch square pan



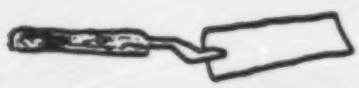
13-inch oblong pan

pot holders



wire rack

cookie cutters



wide spatula

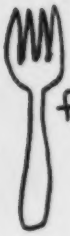
Utensils

For Mixing

pastry blender

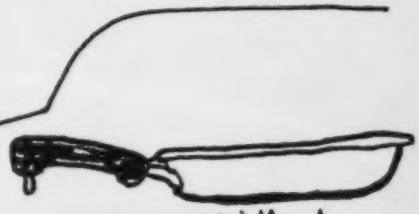
wooden spoon

egg beater


fork

mixing bowls

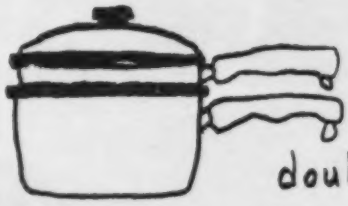
For Top-of-Stove Cooking


skillet

pancake griddle

Spatula

saucepans


double boiler

Picture Recipes

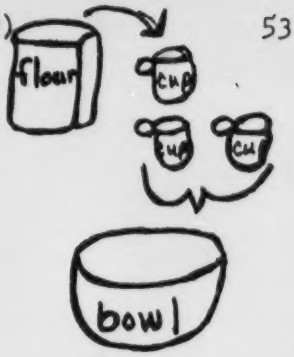
To be put on large cards that children can read from a distance

(1)

Fried Bread

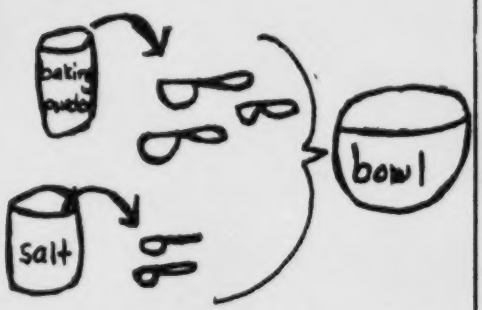
3	cups flour
2½	T. baking powder
2	tsp. salt
3	T. lard
1½	cups water
1	cup lard

(2)



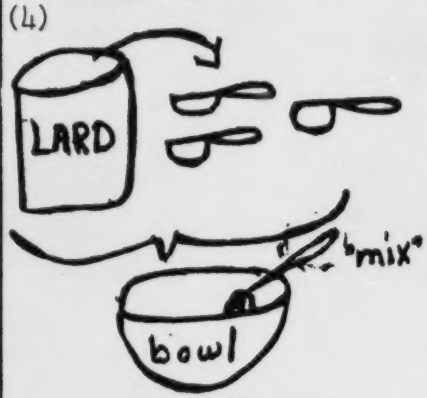
Put four (4) cups flour in bowl.

(3)



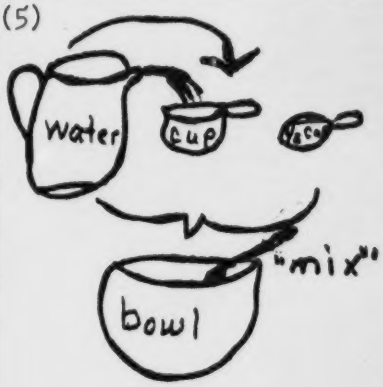
Add 2½ T. baking powder and 2 tsp. salt to flour in bowl.

(4)



Add three (3) T. of lard and mix with a fork.

(5)

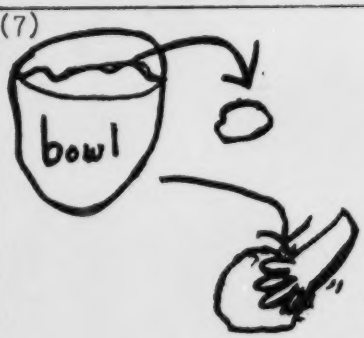


Add 1½ cups water and mix.

(6)

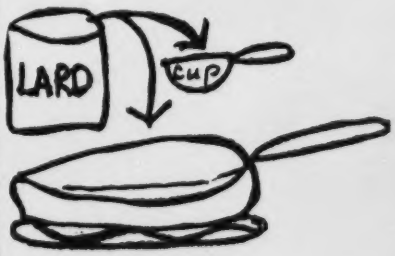
Mix dough until soft

(7)



Take a small ball of dough and pat until fat and round

(8)



Melt 1 cup lard in skillet.

(9)

Put dough in pan and cook until brown on both sides.

{Note: Sample letter to parent. Teacher may wish to duplicate this letter or devise a similar one for his/her own use.}

Dear Parents:

There is much more to a cooking experience than cooking and eating the food. Each cooking event is carefully considered for teaching and learning possibilities. Most of our recipes come from a "Cooking Curriculum" issued by the Washington District Early Childhood Council which details specific ways in which language arts, math, science, and social studies may be taught through cooking specific recipes.

Many questions can be asked about any food: Where does it come from? How does it grow? Does it change during cooking? (look different? taste different?) What are basic cooking utensils called? How are they used? What does the food cost? How is it packaged? What are the different forms in which the food may be purchased? The list of questions to consider are almost endless.

You may be asked to be a "cooking mother - helper" in the classroom. If so, I hope you'll arrange to join the cooking adventure. You would enjoy it, your child will be proud that you are a part of his classroom activity, and you may find ways to use a "Cooking Curriculum" at home.

At the next open house examine our Washington District Cooking Curriculum and see for yourself how children are motivated to learn through food preparation.

Sincerely,